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Three Cases of Knowledge Building Practice in a school from Xinjiang Province

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Abstract: Xinjiang province is located in the west of China and it's the biggest province with a little bit slower economic development than east provinces. KB is the new theory for the research team members in Shihezi University and also for Shihezi No. 5 Middle School teachers. Will this new theory can be accepted by teachers and students? How did the researchers cooperate with practitioners? And how about the student's performance in KB process? This session will spent one hour to introduce 3 cases of last semester when started KB from Sep.2018 to Jan.2019. The first one is the grade 5' course of Interdisciplinary which was taught by Ms.Chen. The second one is the comparison of grad 4 and 6 about the classical books reading of "Monkey King" and Ms. Wang will tell us her story and another teacher. The third one is the grade 2' Science about the inquiry of leaf, this story will be introduced by a researcher. Every Monday afternoon, we hold a KB experience exchange meeting. At the meeting, Professor Zhang, the team of Shihezi University and teachers shared their ideas with each other, discussed the shortcomings of their own teaching last week and tried to find improving strategies for next week KB. Through one semester's practice, we find that teachers and students have made exciting changes in thinking and practicing, and the ability of communication. The classroom atmosphere is more active than before. The most important thing is that students' awareness of problem and exploration has been greatly improved.

Case 1

Course: Interdisciplinary, (grade 5)

Teacher: Xueqin Chen

The first topic was the delicious food in Xinjiang. Ms. Chen divided the students into six groups according to their personal interests, which were: large plate chicken group, mixing noodle group, roast mutton group, roast whole sheep group and grab rice group. The teacher and students discussed the nutritional value of the six kinds of Xinjiang delicacies, the instructions for the use of delicacies, the historical origin of delicacies, and the methods of making delicacies. we not only asked students to taste the delicacies made by themselves, but also guided them to write their own research papers.

The second topic was the beautiful scenery section of Xinjiang, teachers and students discussed the 5A scenic spots in Xinjiang, the climatic state of these scenic spots, the local indigenous folk customs, scenic spots and legends, tourism suggestions and other issues. In the beginning of each class, students should report what did they do, and then sit together in KB circle to share their ideas. Then the students published their ideas in the platform. We guided the students to write tour guides and made PowerPoint introduction to the scenic spots.

Case 2

Course: Reading (grad 4\6)

Teacher: Rui. Wang and Jie. Gao

According to the research questions, students were divided into five groups:

Country Group (Lady's Country)

Character group (Monkey King, Tang Monk, King Yinjiao, Princess Tiefan)
Weapons Group (Golden Hoop Bar, Banana Fan, Nine-tooth Nail Rake, Sen-jian Two-edged Knife, Demon-lowering Wand)
Food group (Zhu Ziguo, Fengyu, Chechiguo, authentic food)
Skills group (Tian Eye, Red Shield, Help Hair, Suspension Pulse Diagnosis, Sanwei Zhenhuo, Fire Eye Golden Eye)

Case 3

Course: Science (grade 2)

Teacher: Xiaoyan Li

When discussing and defining the research direction, the research group selected three aspects for the second grade: planting (Xinjiang was about to enter autumn, which could not be implemented at that time). Raising and observing the leaves. According to the children's interests, the theme was "Observing the leaves around us", which was in September at the right time.

Phase I KB process:

1. Lead children to collect leaves in campus.
2. Observed the leaves and wrote down findings or questions on the note paper.
3. Exchange and share ideas in the group.
4. Exchange and share group's theory with the whole class to form community knowledge.